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ABSTRACT

This study examined the career development experiences of 33 college professors from the schools of business, science, engineering, and arts at Bendigo College of Advanced Education (Australia). The time frame was 1965 through 1989, which encompassed a period of strong growth in the whole higher education system followed by a period of drastic restructuring and growth curtailment. Intensive interviews were conducted with the professors and this information was supplemented with documentary analysis and participant and nonparticipant observation. The study focused on the following career aspects: the self and socialization; researching the academic self; institutional and college background; obtaining a position as an academic; perspectives on working as an academic; perspectives on the core issues of teaching and research; and perspectives on commitment. Also considered are the relative influences of the academics' own tertiary education, previous employment, effects of working in a college of advanced education, the importance of significant others on an individual's career, and the academic's response to working in a tightly controlled government institution. (Contains approximately 800 references.) (DB)

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